



EDWARD THE ELDER
Primary School

Edward The Elder Primary School Geography Policy

Subject leader and Curriculum Co-ordinator:

Miss C Edge

Deputy Head: Mrs R Wood

Executive Head Teacher: Mr K Grayson

**Policy reviewed by the Governing Body: Spring
2017**

Geography

Policy Statement

Edward the Elder Primary School is a one form entry primary school. The school is part of the Elston Hall Multi Academy Trust (December 2016). It is very close to Wednesfield town centre and it serves an area with a high degree of deprivation. The school has a high proportion of pupil premium children and 30% of pupils are from minority ethnic backgrounds, 90% speak English as their first language.

Type of school: Primary
Age range of pupils: 3 – 11
Number on roll: 236

School category: Academy
Gender of pupils: Mixed

Edward The Elder Primary School: Our Shared Vision:

At Edward The Elder Primary School we recognise the importance of teaching British values in line with the definitions identified in the 'Prevent Strategy values' 2011

Pupils:

- Are happy and secure in school and in their learning.
- Feel valued and develop as independent learners.
- Behave well, are respectful and polite and take responsibility for their actions.
- Enjoy their learning and are well motivated to fully achieve their potential whatever their background and ability.
- Are kind and caring towards each other, taking pride in their own heritage and cultural tradition whilst being understanding and tolerant of others.
- Become technologically confident and cope in an increasingly sophisticated world.
- Are hardworking and well-motivated looking at ways to improve their own performance.
- Develop their self-esteem and take pleasure in the success of others.

What is Geography?

The role of geography is to enable pupils to understand the relationships between places, the human and physical processes that shape them, and the people who live in them. It is concerned with the past, present and future and helps pupils to make sense of the outside world. Geography is about seeing, doing, enquiring and experiencing.

Local and National Guidance:

The teaching of geography at Edward The Elder Primary School is based on the framework within which we aim to deliver geography at appropriate levels. Across each Key Stage all skills will be covered showing progression relative to pupils' age.

This policy and our planning of geography are in line with guidance from the DFE and follow the most recent changes to the National Curriculum, including the purpose of study and National curriculum aims:

National curriculum aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps and writing at length.
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National curriculum purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography Aims at Edward The Elder Primary School:

We believe that Geographical studies should enable pupils to:-

- Develop a strong interest in their own surroundings and in the physical and human aspects which have shaped it.
- Understand some of the relationships between people and their environments.
- Increase their geographical knowledge.
- Develop an enquiry based approach - to describe places, explain why places are as they are and predict what changes may occur.
- Empathise with places, people and cultures.
- develop a wide range of geographical skills through active participation in enquiry, map work and fieldwork
- Observe and describe geographical features using appropriate terminology.
- Develop map work skills.
- Obtain geographical information from a wide range of resources.
- Use I.C.T. to further develop geographical skills.
- Construct a framework of knowledge and understanding about their home area, country and other parts of the world, which will enable them to place information within appropriate geographical contexts.

Equal Opportunities

All children should be presented with the opportunity to experience success, regardless of race, ethnicity, gender, ability or disability. Good quality work to the best of their ability is the target for everyone.

Planning Teaching and Learning

Teachers will plan suitably challenging geography activities in line with the National Curriculum. In both KS1 and KS2 geography will be incorporated into half-termly blocks. In the Foundation stage, geography skills are taught through Knowledge and Understanding of the World.

Medium Term Planning

This should include details of:

- Learning objectives (which focus on geographical learning not the activity and may be differentiated)
- Clear steps to learning (which guide the children through their learning for the lesson and may be differentiated)
- Key questions shown in red
- Shared teaching of geography skills for the lesson
- Activities (through which the geography skills will be developed, these may be differentiated)
- Teaching assistant support

There are clear implications for the way in which geography is taught.

Enquiry should form a part of all work in geography. It should take account of pupil's interests, experiences and capabilities and lead to investigations based on fieldwork and classroom activities.

Pupils should develop their geographical skills through the National Curriculum breadth of study and being taught key skills each year, building on previous learning.

We will use a variety of teaching methods best suited to the abilities and interests of the children, including:-

- Fieldwork and local studies
- Observation and enquiry
- Individual, group and class investigations
- Discussion and debate

Our planning will follow the National curriculum guidelines to ensure that progression is maintained across the key stages and that the correct skills, age appropriate, are taught:

National curriculum subject content

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They

should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Resources

Pupils will be encouraged to select information from a variety of resources including:-

- photographs
- maps, charts, atlases and globes
- documents, books and newspapers
- visitors
- fieldwork and local area studies
- videos, TV and radio programmes
- Information and Communication Technology

Cross Curricular links

Some aspects of Geography are taught through other subjects

Numeracy

-Processing, representing and interpreting data

Science

- SC 1 Obtaining and presenting evidence
- Sc1 Considering evidence and evaluating
- Sc 2 life processes
- SC 2 variation and classification
- Sc 2 Living things in their environment
- Sc 3 Changing materials/The water cycle

ICT

- Research
- Developing ideas and making things happen
- Exchanging and sharing information
- graphs/charts/tables
- Investigations

History

- Local history study
- A European history study
- Map skills

PSHE

- Environmental issues
- Pupil's own locality
- Less economically developed countries (SMSC)

Music

- Cultural diversity
- Sounds in nature

PE

-dances from other cultures

RE

- Identifying religions around the world.

Assessment, Reporting and Recording

(National curriculum attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study).

Teachers will assess learning throughout lessons and adjust their teaching plans as necessary. National curriculum guidelines, level descriptors and 'I can' statements will help to ensure children are taught skills at the correct level, and planning will be annotated with reference to children's acquisition of knowledge and development of skills. Three pupils of above average, average and below average level of attainment will be assessed during/at the end of each half termly unit of work (using the age appropriate skills assessment sheets for guidance). This assessment will then help with teacher's assessment of all pupils. A monitoring timetable will include learning walks, book trawls, planning trawls and observations. Coverage of National Curriculum objectives will be monitored by the subject leader.

Health and Safety

The staff work in accordance with Health and Safety Guidelines. All visits will follow organisational procedures.

The role of the Geography Co-ordinator

Primary Purpose:

To be a Curriculum Leader; fulfil a curriculum and teaching role in accordance with the directions given by the Headteacher and Governing Body.

Directly Responsible to:

The Executive Headteacher – Mr Grayson

Deputy Headteacher – Miss Copper

Principle responsibilities:

To carry out the duties of a Curriculum Coordinator as outlined within this job description and with regard to Teacher's Pay and Conditions Document.

Professional Responsibilities as a class teacher:

Outlined in SPCD Professional Duties and Professional Standards, to particularly include:

- Assist in the delivery of school curriculum guidelines and policies
- Be responsible for lesson planning; meeting the needs of pupils within a variety of teaching groups
- Monitor and assess pupils' progress, ensuring appropriate records have been kept. Use performance data and assessment to inform individual, group and class targets, lesson planning and the preparation of differentiated work which meets children's needs and which challenges all.
- Participate in arrangements for Performance Management within agreed frameworks
- Contribute to the effective deployment of support staff and resources, including effective use of the school's ICT capability
- Comply with school policies and procedures including reporting, planning, staff meetings, assemblies, registration, playground supervision and participation in parental events

- Dress in a professional and appropriate manner, that will further support the school's policy on uniform
- Participate in further training and professional development as appropriate
- Be committed to supporting the school's extra-curricular activity program
- Ensure good order and discipline that result in high standards of behaviour
- Safeguard pupils' health and safety

Curriculum and Whole School Responsibilities

- Act as Leader for Geography.; leading and coordinating the learning and teaching within the subject
- Contribute to the school's programme of monitoring and self-evaluation to ensure high standards attained by pupils in Geography
- Support and observe colleagues as part of self-review process encouraging the evaluation and sharing of good practice
- From evidence of monitoring and self-review activities contribute objectives to the School Improvement Plan and its termly review
- Establish resource priorities and monitor the effectiveness of resource usage and spending
- Create reports and action plans for a range of audiences; Governors, Leadership Team etc..
- Maintain a sound knowledge of statutory curriculum requirements and the procedures for assessment, recording and reporting of pupil progress to a range of audiences.
- Ensure staff have access to information and guidance relating to Geography and liaise with professional development coordinator to ensure staff and school offer subject coverage and balance.
- Have total support of the school aims and ethos and the leadership drive to ensure them.
- Undertake any other duties or responsibilities which may be reasonably regarded as within the nature of the post or determined by the Headteacher
- Act as a role model for others through the setting of high personal standards of classroom practice. These to include the development of an effective learning environment that fosters high standards of achievement and behaviour.

Future actions

At Edward The Elder Primary School we are reviewing our planning of geography in line with the changes to the National curriculum. Our new medium term plans will be used to teach pupils with immediate effect. These changes will be monitored to ensure correct coverage. If any further changes to the National curriculum occur, these will also be incorporated into our planning.